



Classroom Observation Tool



The **ISTE Classroom Observation Tool** (ICOT®) is a free online tool that provides a set of questions to guide classroom observations of a number of key components of technology integration. ICOT was developed by staff and consultants in the Education Leadership Department at the International Society for Technology in Education (ISTE) with support from Hewlett-Packard Company. For free access to the ICOT software and online tools, visit <http://www.iste.org/icot>.

1. Setting

Date: _____ School: _____
Project/Program: _____ Site Code: _____
Observer: _____ Teacher: _____
Grade: _____ Subject: _____
#Students: _____ Observation Start time: _____ End time: _____

(You can track technology use by three-minute intervals throughout the observation using the three-minute chart at the end of this form.)

2. Room description and student characteristics:

3. Student groupings (check all observed during the period):

____ Individual student work ____ Small groups
____ Student pairs ____ Whole class
____ Other (please comment):

4. Teacher roles (check all observed during the period):

- | | |
|--|--|
| <input type="checkbox"/> Lecturing | <input type="checkbox"/> Facilitating/Coaching |
| <input type="checkbox"/> Interactive direction | <input type="checkbox"/> Modeling |
| <input type="checkbox"/> Discussion | |
| <input type="checkbox"/> Other (please comment): | |

5. Learning activities (check all observed during the period):

- | | |
|--|--|
| <input type="checkbox"/> Creating presentations | <input type="checkbox"/> Test taking |
| <input type="checkbox"/> Research | <input type="checkbox"/> Drill and practice |
| <input type="checkbox"/> Information analysis | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Hands-on skill training |
| <input type="checkbox"/> Other (please comment): | |

6. How essential was technology to the teaching and learning activities?

- ☐ 1. Not needed; other approaches would be better.
- ☐ 2. Somewhat useful; other approaches would be as effective.
- ☐ 3. Useful; other approaches would not be as effective.
- ☐ 4. Essential; the lesson could not be done without it.

Comment:

7. Technologies used by teacher (check all observed during the period):

- | | |
|--|---|
| <input type="checkbox"/> Calculator | <input type="checkbox"/> Presentation |
| <input type="checkbox"/> CD-ROM | <input type="checkbox"/> Science Probe |
| <input type="checkbox"/> Database | <input type="checkbox"/> Shared Editor (wiki) |
| <input type="checkbox"/> Desktop Computer | <input type="checkbox"/> Simulation |
| <input type="checkbox"/> Digital Camera | <input type="checkbox"/> Spreadsheets |
| <input type="checkbox"/> Drill/Practice | <input type="checkbox"/> Tablet Computer |
| <input type="checkbox"/> E-mail | <input type="checkbox"/> Video Camera |
| <input type="checkbox"/> Graphics | <input type="checkbox"/> Videoconferencing |
| <input type="checkbox"/> Handheld Computer | <input type="checkbox"/> Web Authoring |
| <input type="checkbox"/> Laptop Computer | <input type="checkbox"/> Web Browser |
| <input type="checkbox"/> Library Database | <input type="checkbox"/> Web Log |
| <input type="checkbox"/> Outliner | <input type="checkbox"/> Word Processing |
| <input type="checkbox"/> Podcast | |

☐ Other (please comment):

8. Technologies used by students (check all observed during the period):

- | | |
|--|---|
| <input type="checkbox"/> Calculator | <input type="checkbox"/> Presentation |
| <input type="checkbox"/> CD-ROM | <input type="checkbox"/> Science Probe |
| <input type="checkbox"/> Database | <input type="checkbox"/> Shared Editor (wiki) |
| <input type="checkbox"/> Desktop Computer | <input type="checkbox"/> Simulation |
| <input type="checkbox"/> Digital Camera | <input type="checkbox"/> Spreadsheets |
| <input type="checkbox"/> Drill/Practice | <input type="checkbox"/> Tablet Computer |
| <input type="checkbox"/> E-mail | <input type="checkbox"/> Video Camera |
| <input type="checkbox"/> Graphics | <input type="checkbox"/> Videoconferencing |
| <input type="checkbox"/> Handheld Computer | <input type="checkbox"/> Web Authoring |
| <input type="checkbox"/> Laptop Computer | <input type="checkbox"/> Web Browser |
| <input type="checkbox"/> Library Database | <input type="checkbox"/> Web Log |
| <input type="checkbox"/> Outliner | <input type="checkbox"/> Word Processing |
| <input type="checkbox"/> Podcast | |

☐ Other (please comment):

9. NETS Teacher Standards Addressed:

- | | |
|--|--|
| <input type="checkbox"/> 1A.1. operating system procedures | <input type="checkbox"/> 3C.2. teacher applies technology to develop students' creativity |
| <input type="checkbox"/> 1A.2. routine hardware and software problems | <input type="checkbox"/> 3D.1. class management facilitates engagement with technology |
| <input type="checkbox"/> 1A.3. content-specific tools | <input type="checkbox"/> 3D.2. technology integrated as a teacher tool |
| <input type="checkbox"/> 1A.4. productivity tools | <input type="checkbox"/> 3D.3. technology integrated as a student tool |
| <input type="checkbox"/> 1A.5. multimedia tools | <input type="checkbox"/> 3D.4. student grouping varied as needed to facilitate learning |
| <input type="checkbox"/> 1A.6. interactive communication tools | <input type="checkbox"/> 4A.1. student learning of subject matter assessed with technology |
| <input type="checkbox"/> 1A.7. curriculum-based presentations/publications | <input type="checkbox"/> 4A.2. teacher assesses student technology skills |
| <input type="checkbox"/> 1A.8. curriculum-based collaborations | <input type="checkbox"/> 4A.3. teacher employs a variety of assessment strategies |
| <input type="checkbox"/> 1A.9. appropriate technology selected | <input type="checkbox"/> 6A.1. teacher models legal and ethical technology practices |
| <input type="checkbox"/> 2A.1. developmentally appropriate learning activities | <input type="checkbox"/> 6A.2. teacher explicitly teaches legal and ethical technology practices |
| <input type="checkbox"/> 2A.2. technology-enhanced instructional strategies | <input type="checkbox"/> 6B.1. diverse learners enabled and empowered. |
| <input type="checkbox"/> 3A.1. learning experiences address content standards | <input type="checkbox"/> 6D.1. safe and healthy use of technology promoted |
| <input type="checkbox"/> 3A.2. learning experiences address student technology standards | <input type="checkbox"/> 6E.1. equitable access to technology for all students. |
| <input type="checkbox"/> 3B.1. technology supports learner-centered strategies | |
| <input type="checkbox"/> 3C.1. technology applied to develop students' higher order skills | |

Comments:

10. Three-Minute Chart.

During each 3-minute period, was technology *in use* by students and/or teachers, and was the time spent with technology *used for teaching and learning* (as opposed to recreation or routine tasks such as boot-up and log-on)?

Technology is:	:00-:03	:03-:06	:06-:09	:09-:12	:12-:15	:15-:18	:18-:21	:21-:24	:24-:27	:27-:30	:30-:33	:33-:36	:36-:39	:39-:42	:42-:45	:45-:48	:48-:51	:51-:54
In use by students																		
Used for learning																		
In use by teacher																		
Used for learning																		

11. Estimated time technology used (if 3 minute chart is not used)

Total minutes technology used by students _____
 Minutes students used for learning _____
 Total minutes technology used by teachers _____
 Minutes teachers used for learning _____